Grade 12 Diploma Examinations Program Bulletin

Social Studies 30

1988-89 School Year

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Student Evaluation and Records

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GRADE 12 DIPLOMA EXAMINATIONS PROGRAM

SOCIAL STUDIES 30
1988/89

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INTRODUCTION

The purpose of this bulletin is to provide information to teachers and students about the Social Studies 30 Diploma Examination for 1989. The information includes a description of the examination, an outline of the objectives to be tested, a blueprint that outlines both the multiple-choice and written-response sections of the examination, and the scoring guide that will be used to score the essay assignment. This bulletin also identifies modifications to the multiple-choice and written-response sections of the examinations for 1989. Teachers are encouraged to inform their students of the content of this bulletin and to review the scoring guides with their students.

Teachers should also refer to the publication *Curriculum Specifications for Social Studies 30* (April 1987), which delineates the specific content and objectives from which the test questions for the Social Studies 30 Diploma Examination are developed. Teachers may also wish to refer to the bulletin entitled *General Information (September 1988)*, which provides administrative information about the diploma examinations. This publication has been distributed to all senior high school administrators.

The information in this bulletin applies to the 1988/89 school term. The bulletin will be updated in September 1989.

If you have questions or comments regarding the contents of this bulletin, please contact:

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SUMMARY OF MODIFICATIONS

SOCIAL STUDIES 30 DIPLOMA EXAMINATION 1988/89

PART A: MULTIPLE CHOICE

A limited number of newly developed multiple-choice question formats will continue to be used in the 1989 examinations. These approaches have been field tested and include:

- Key List or Classification Questions: This format will require students to form judgments, categorize subject matter, recognize cause and effect, or provide explanations from a limited number of responses. (See sample question 4 on page 19.)

- Sequential Questions: This format will require students to determine which events, facts, policies, actions, or developments are sequentially or chronologically arranged in a logical and correct order from among four possible choices. (See sample question 6 on page 21.)

PART B: WRITTEN RESPONSE

The information regarding how marks on the essay are allocated has been modified for the purpose of clarification to students writing the assignment. Despite these minor modifications, *the requirements for the essay assignment remain the same.*

For a more detailed explanation of the written-response assignment, see page 6.

While the scoring guide remains essentially unchanged from 1987/88, minor adjustments that enhance clarity have been made. Questions to be asked when scoring each dimension of the essay assignment have been included with the scoring criteria on pages 8 to 15. *Please note that while changes are not major, the 1989 scoring criteria are NOT identical to those used in 1988 and should be carefully reviewed.*

For the first time this bulletin includes suggestions for students about how to prepare for writing the essay assignment. (See page 7.)

DESCRIPTION OF THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Content

The Social Studies 30 Diploma Examination is based on the *1981 Alberta Social Studies Curriculum.* All examination questions are based on the content of the two topics prescribed for Social Studies 30: "Political and Economic Systems" and "Co-operation and Conflict Among States." Content emphasis is derived from Section III of *Curriculum Specifications for Social Studies 30,* "Weightings of Curriculum Specifications for Diploma Examination Purposes." The diploma examination assesses achievement of the objectives related to knowledge, inquiry skills, and valuing; it does not assess achievement of the objectives related to attitude development and to most participation skills.

General Format

Total Examination

The time allotted for the examination is 2½ hours. The examination consists of two parts:

Part A: Multiple-Choice Questions -- 70 questions worth 70% of the total examination mark

Part B: Written Response -- one essay worth 30% of the total examination mark

The examination will be written in one sitting.

Part A: Multiple-Choice Questions

Questions based on knowledge objectives are drawn from facts, concepts, and generalizations in each of Topics A and B of the Social Studies 30 program.

Questions based on inquiry-skills objectives require students to identify the issue; formulate research questions; organize, analyse, and synthesize data; resolve the issue; apply the decision; and evaluate the decision, process, and action.

Questions based on value objectives require that students understand values and demonstrate competencies in value analysis, decision-making, and moral reasoning. The blueprint for the multiple-choice section is on page 3.

Part B: Written Response

Students will be required to write ONE complete and unified essay about an issue related to the content of the Social Studies 30 program. Two essay questions will be provided--one from Topic A and one from Topic B. Students are required to select ONE of the two topics.

The essay will be marked according to the reporting categories indicated in the blueprint for the written-response section. (See page 4.) Detailed scoring guides follow on pages 8 to 15.

Preparation of the Examination

In the preparation of the Social Studies 30 Diploma Examination, teacher-constructed questions are field tested in high schools throughout the province. A test development specialist, in conjunction with teachers, constructs the examinations from suitable field-tested questions. Before the examinations are printed, they are reviewed by an Examination Review Committee consisting of representatives from the Conference of Alberta School Superintendents, The Alberta Teachers' Association, the Public Colleges of Alberta, the Universities Co-ordinating Council, and Alberta Education. Detailed information about the steps in examination development is available from the Student Evaluation and Records Branch (phone 427-2948).

Specific Design Considerations

Reporting Categories

The reporting categories (or subtests) form the basis for the reporting of examination results to school jurisdictions. Student achievement is analysed and reported according to these categories, a complete list of which is in the blueprint on pages 3 and 4.

Cognitive Levels

Approximately 50% of the questions on the examination test knowledge or comprehension. The other 50% of the questions are designed to test the more complex cognitive levels of the taxonomy.

Administration

Dates for the administration of the 1989 Social Studies 30 diploma examinations are as follows:

January 26, 1989:	9:00 - 11:30 a.m.
June 23, 1989:	9:00 - 11:30 a.m.
August 15, 1989:	9:00 - 11:30 a.m.

Blueprint for the Social Studies 30 Diploma Examination

The blueprint on pages 3 and 4 explains the design of Parts A and B of the Social Studies 30 Diploma Examination. This blueprint is organized according to reporting categories and shows the percentage of marks allotted to each category.

Valuing skills and value concepts from Topics A and B have been combined into one reporting category so that there will be enough questions to achieve statistical significance.

BLUEPRINT FOR THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Part A: Multiple Choice (70% of the examination mark)

CONTENT / REPORTING CATEGORY		5.B VALUE CONCEPTS: Knowledge of competing values and value positions			6. POLITICAL AND ECONOMIC SYSTEMS: Knowledge of facts, concepts, and generalizations related to the world's political and economic systems						7. CO-OPERATION AND CONFLICT AMONG STATES: Knowledge of facts, concepts, and generalizations related to co-operation and conflict among states in the 20th century							TOTAL
		Topic A		Topic B														
PROCESSES / REPORTING CATEGORY		5.4 Individual freedom/ state control	5.5 Individual welfare/ collective good	5.6 Nationalism/ internationalism	6.1 Ideology	6.2 Power and decision-making	6.3 Citizenship	6.4 Leadership	6.5 Individualism	6.6 Collectivism	7.1 Sovereignty and Territoriality	7.2 Balance of power	7.3 Détente and co-existence	7.4 Imperialism	7.5 Conflict	7.6 Co-operation	7.7 Internationalism and Supra-nationalism	
1. RECALL AND COMPREHENSION: Ability to recall or recognize and the ability to transform into other words	1.1 Recall 1.2 Understand concepts 1.3 Understand generalizations	4%			16%						16%							36%
2. INQUIRY SKILLS (A): Ability to identify and focus on the issue and to formulate research questions	2.1 Identify and focus on the issue 2.2 Formulate research questions				3%						3%							6%
3. INQUIRY SKILLS (B): Ability to gather, organize, analyse, evaluate, and synthesize data	3.1 Gather and organize data 3.2 Analyse and evaluate data 3.3 Synthesize data				9%						9%							18%
4. INQUIRY SKILLS (C): Ability to resolve the issue, apply the decision, and to evaluate the decision, the process, and the action	4.1 Resolve the issue 4.2 Apply the decision 4.3 Evaluate the decision, process, and action				3%						3%							6%
5.A VALUING SKILLS: Ability to resolve conflicts of competing values	5.1 Value analysis 5.2 Decision-making 5.3 Moral reasoning	4%																4%
	TOTAL	8%			31%						31%							70%

(continued on overleaf)

BLUEPRINT FOR THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Part B: Written Response (30% of total examination score)

DESCRIPTION OF WRITING ASSIGNMENT	REPORTING CATEGORY	PROPORTION OF TOTAL MARK
One complete and unified essay in which the student integrates steps of the inquiry process by defending a position on a given issue.	1. Defence of position	10%
	2. Discussion of value positions	5%
	3. Presentation of examples or case studies	10%
	4. Quality of language and expression	5%
		30%

SCORING OF THE EXAMINATION

Selection of Markers

Part A - Multiple-choice questions of the examination will be machine-scored. Part B - Written Response for the Social Studies 30 Diploma Examination will be scored by Social Studies 30 teachers selected from those who have been recommended to the Student Evaluation and Records Branch by their superintendents. To qualify for recommendation by a superintendent, a teacher must have taught Social Studies 30 for two or more years, currently be teaching the course, and have a Permanent Professional Certificate. *Teachers who wish to be recommended as markers should contact their superintendents before September 23, 1988.*

Many more teachers are recommended as markers by superintendents than are required by the Student Evaluation and Records Branch for any one marking session. Assuming that recommended markers meet the teaching experience and certification requirements noted above, the Student Evaluation and Records Branch considers the following in selecting markers for a particular marking session:

- Experience as a marker (generally, "first time" markers are given priority)
- Regional Representation (by zone, jurisdiction, and school)
- Student Population

Dates for Examination Scoring

The written-response section of the 1989 Social Studies 30 diploma examinations will be scored in Edmonton according to the following schedule:

January Examination - February 6-10
June Examination - July 5-10
August Examination - August 18-19

Group leaders will meet prior to each of the two major marking sessions on the following dates:

January Examination - February 4
June Examination - July 4

Scoring Procedures

Before marking commences, markers will participate in an orientation session that illustrates the application of the scoring guides to preselected sample papers. During marking, consistency in marking is closely monitored through regular "reliability reviews" and feedback to each marker. Each student's paper receives three independent readings during marking.

Scoring Guide

The scoring guide on pages 8 to 15 will be used in scoring the written-response section. If necessary, these criteria will be adjusted at the beginning of the marking session to reflect the specific requirements of the assignment and the student essays.

Since the material found on pages 8 to 15 does not appear in the examination booklet, it should be reviewed with students during the school year or semester.

MODIFICATIONS TO THE WRITTEN-RESPONSE FORMAT FOR THE 1989 DIPLOMA EXAMINATIONS

The requirements for the written-response assignment for 1989 are unchanged from 1988: the assignment consists of a single task - that of defending a position on an issue. However, the instructions for students regarding mark allotment have been rearranged in the examination booklet. This modification is shown below. *Please note that the listing of mark allotments is NOT a specification for essay organization.*

TOPIC A

ESSAY ASSIGNMENT

In some political systems, important economic and political decisions are made by a ruling elite. Such systems are based on the belief that certain individuals are better suited to govern than others. In other political systems, important economic and political decisions are made by elected officials chosen from the population at large. Such systems are based on the belief that all citizens should be part of the decision-making process.

SHOULD ALL CITIZENS OF A NATION HAVE THE OPPORTUNITY TO BECOME GOVERNMENT LEADERS?

In an essay, choose and defend a position on this issue.

SUGGESTIONS FOR WRITING:

Organize your essay in a manner that will best defend your position on the issue. The mark allocation described below is not intended to imply an organizational structure for your essay.

YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

Defend a position on this issue by using logical and persuasive arguments.	10 marks
Identify and thoughtfully discuss alternative value positions underlying the issue.	5 marks
Select and accurately develop one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position.	10 marks
Communicate effectively by using appropriate organization, vocabulary, and correct conventions of language.	5 marks
TOTAL MARKS FOR ESSAY	30 marks

Each essay assignment will have a preamble followed by an issue statement. Students will be required to choose and defend a position on an issue. Two issues, one from each topic, will be presented. Students may choose to write on either topic.

Explicit quality requirements apply to each dimension. For example, the descriptors "thoughtfully," "logical and persuasive," and "accurately" indicate to students the quality of work required to achieve full marks on each dimension. (A fuller development of these descriptors is given on pages 8 to 15).

Students and teachers should not use the pre-1987 model as a guide for the current assignment.

STUDENTS ARE NOT RESTRICTED TO A SINGLE APPROACH IN ORGANIZING THE ASSIGNMENT. They may select information and organize their essay in the manner that they feel will best defend their position on the issue. In writing their essays, students should be able to draw on their familiarity with other written assignments in both social studies and language arts. The criteria and scoring descriptors used by markers in scoring the essay are on pages 8 to 15. Teachers should review the scoring descriptors with students.

ADVICE TO STUDENTS ON WRITING THE ESSAY ASSIGNMENT

During the July 1988 Social Studies 30 marking session, participating teachers were asked to submit tips or advice that they would give to their students on writing the essay assignment. The following points represent a summary of some of the responses to that request.

- Read the essay questions before you begin the multiple-choice section.
- Select the topic about which you are most knowledgeable, not the one you think is the easiest or hardest to complete.
- Complete the multiple-choice section making a mental note of those questions that contain information or ideas that may relate to the essay question you have chosen.
- Having completed the multiple-choice questions, reread the essay question, preamble, and mark allotment very carefully.
- Plan your essay. Develop a clear thesis statement and indicate alternative values. Organize your ideas and evidence in a logical fashion.
- Construct a brief outline; you do not have time to write a rough draft.
- Make sure you address the required issue you have selected throughout your essay.
- Select and organize your arguments, ideas, and case studies in a way that you feel will BEST support your position on the issue. Current events can be used where appropriate.
- Remember the guidelines for mark allotment should NOT necessarily determine the outline for your writing. There are many ways to structure an argument.
- Budget your time. Allow a few minutes to proofread your finished work.

SCORING GUIDE AND QUESTIONS TO CONSIDER WHEN SCORING
THE DIMENSIONS OF THE ASSIGNMENT

SCORING GUIDE: TOPICS A AND B

1. DEFENCE OF POSITION (10 MARKS)

Defend a position on this issue by using logical and persuasive arguments.

QUESTIONS TO ASK WHEN SCORING THIS DIMENSION

Marks are awarded depending on how well a student meets the following requirements:

Requirements	Questions
1. Evidence of a position	- Is the writer's position evident?
2. Logic and Persuasiveness	- How well-chosen are the examples and/or case studies selected to defend the position?
	- How well does the writer draw a relationship between the examples and/or case studies selected and the position taken?
	- Are the arguments based on reason and scholarship rather than emotion and/or unsupported assertions?
	- Are the arguments based on valid assumptions and premises that support the conclusions made?

SCORING GUIDE: TOPICS A AND B

1. DEFENCE OF POSITION (10 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The defence of position is based on convincing and logical arguments. Case studies and/or examples have been carefully chosen. There is a strong relationship between the case studies and/or examples chosen and the position taken. The arguments presented are consistent and forceful, demonstrating originality, maturity, and insight.
(4) PROFICIENT	The defence of position is based on well-considered arguments. Case studies and/or examples have been well chosen. There is a clear relationship between the case studies and/or examples chosen and the position taken. The arguments presented are logical and clearly developed.
(3) SATISFACTORY	The defence of position is based on one or more adequate arguments. Appropriate case studies and/or examples have been chosen. A relationship between the case studies and/or examples chosen and the position taken has been established. While the arguments are generally sound, they may lack somewhat in persuasiveness.
(2) LIMITED	The defence of position is based more on emotion and/or simple assertions than on logic, and/or the arguments presented are confused, contradictory, vague, and lack development. Case studies and/or examples are related to the issue but may be unrelated to the position taken. The relationship between the case studies and/or examples and the position taken may be hard to determine.
(1) POOR	The defence of position is weak: i.e. the position is hard to determine OR little or no attempt has been made to defend the position taken. Case studies and/or examples may be inappropriate to the position. There is little or no relationship drawn between the examples and/or case studies chosen and the position taken.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

2. *DISCUSSION OF VALUE POSITIONS (5 MARKS)*

> **Identify and thoughtfully discuss alternative value positions underlying the issue.**

QUESTIONS TO ASK WHEN SCORING THIS DIMENSION

Marks are awarded depending on how well a student meets the following requirements:

Requirements	Questions
1. Identification of value positions	- Are two or more alternative value positions indicated?
2. Thoughtfulness	- How adequately developed is the discussion of alternative values? - What depth of understanding of the issue is demonstrated by the discussion of alternative value positions?

SCORING GUIDE: TOPICS A AND B

2. DISCUSSION OF VALUE POSITIONS (5 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The discussion of the alternative value positions is thoughtful and reveals an insightful understanding of the choices inherent in the issue.
(4) PROFICIENT	The discussion of the alternative value positions reveals a clear understanding of the choices inherent in the issue. Some of the critical features of these positions are identified.
(3) SATISFACTORY	The discussion of the alternative value positions reveals an adequate understanding of the choices inherent in the issue.
(2) LIMITED	The discussion of the alternative value positions reveals an uncertain or vague understanding of the choices inherent in the issue. The value positions as indicated may not be clearly related to the issue.
(1) POOR	Two or more alternative value positions may not be indicated, OR the discussion of alternative positions is minimal. An inaccurate or incomplete understanding of the choices inherent in the issue is demonstrated.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

SCORING GUIDE: TOPICS A AND B

3. PRESENTATION OF EXAMPLES OR CASE STUDIES (10 MARKS)

> **Select and accurately develop one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position.**

QUESTIONS TO ASK WHEN SCORING THIS DIMENSION

Marks are awarded depending on how well a student meets the following requirements:

Requirements	Questions
1. Relevance	- Are the case studies and/or examples related to the issue?
2. Accuracy	- How verifiable or factually accurate is the development of the selected examples and/or case studies?
3. Comprehensiveness	- What breadth and/or depth of understanding is demonstrated by the development of selected case studies and/or examples?

NOTE: Examples and case studies from social studies content may be historical or contemporary and drawn from the study of Canada or other nations.

SCORING GUIDE: TOPICS A AND B

3. PRESENTATION OF EXAMPLES OR CASE STUDIES (10 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The examples or case studies selected are relevant, accurate, and comprehensively developed, revealing a mature and insightful understanding of social studies content.
(4) PROFICIENT	The examples or case studies selected are relevant, accurate, and clearly developed, revealing a solid understanding of social studies content.
(3) SATISFACTORY	The examples or case studies selected are relevant and adequately developed but may contain some factual errors. The development of the case studies/examples reveals an adequate understanding of social studies content.
(2) LIMITED	The examples or case studies selected, while relevant, are vaguely or incompletely developed, and/or they contain inaccuracies. A restricted understanding of social studies content is revealed.
(1) POOR	The examples or case studies selected are relevant, but a minimal attempt has been made to develop them, and/or the examples or case studies contain major errors revealing a lack of understanding of social studies content.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension OR where the case studies and/or examples chosen are not relevant to the issue.

SCORING GUIDE: TOPICS A AND B

4. QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)

> Communicate effectively by using appropriate organization, vocabulary, and correct conventions of language.

QUESTIONS TO ASK WHEN SCORING THIS DIMENSION

Marks are awarded depending on how well a student meets the following requirements:

Requirements	Questions
1. Organization	- Does the essay have an introduction, body, and conclusion? - Does the development of the essay show coherence and logical order?
2. Conventions	- Does the student use correct grammar, spelling, and mechanics? ("Mechanics" refers to capitalization and punctuation.)
3. Syntax and Vocabulary	- Does the student use correct, appropriate, and effective syntax and vocabulary? ("Syntax" refers to the way in which words are put together to form phrases, clauses, or sentences. "Vocabulary" refers to the use of social studies terminology as well as common word usage.)

SCORING GUIDE: TOPICS A AND B

4. QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The content is organized in such a way that the writer's meaning is unquestionably evident. The expression reveals a mature and controlled use of language, including correct conventions, effective syntax, and precise and specific vocabulary.
(4) PROFICIENT	The content is organized in such a way that the writer's meaning is clear. The expression reveals effective use of language including correct conventions and appropriate syntax and accurate vocabulary.
(3) SATISFACTORY	The content is organized in such a way that the writer's meaning is generally clear. The expression reveals adequate use of language, including correct conventions. Syntax may be awkward, and vocabulary over-generalized.
(2) LIMITED	The content is organized in such a way that the writer's meaning is vague or unclear. The expression reveals a lack of assurance in conventions, syntax, and vocabulary.
(1) POOR	The content is disorganized or leaves in doubt the writer's meaning. The expression reveals serious faults in conventions, syntax, and vocabulary.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that are blank or totally illegible.

SAMPLE QUESTIONS

The sample questions found on pages 17 to 25 contain examples of both multiple-choice and written-response questions. They serve to illustrate the nature and complexity of the questions that will appear on the Social Studies 30 examinations for 1988/89.

Please note that past copies of the Social Studies 30 January and June examinations are available for purchase from the Learning Resources Distribution Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 at $1.00 apiece.

Instructions for Part A: Multiple-Choice Questions

Below is a sample of the general content and format of the instructions for answering the multiple-choice portion of the examination.

> All multiple-choice questions must be answered on the separate answer sheet.
>
> Fill in your name and other information on the answer sheet as directed by the examiner.
>
> Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate that question number on the answer sheet and fill in the space that corresponds to your choice.
>
> Use an HB pencil only. If you wish to change an answer, please erase your first mark completely.

Example	Answer Sheet			
The capital city of Canada is	A	B	C	D
A. Vancouver	O	O	●	O
B. Winnipeg				
C. Ottawa				
D. Montreal				

The presiding examiner will collect your answer sheet and examination booklet.

DO NOT FOLD EITHER THE ANSWER SHEET OR THE EXAMINATION BOOKLET.

Part A: Multiple-Choice Sample Questions

The set of seven multiple-choice questions which follows is representative of the types of questions to be found in Part A of the Social Studies 30 Diploma Examination. Each question is followed by information that indicates the key, sample size, and the distribution in per cent of student responses by alternatives A, B, C, and D. The questions and statistics are taken from previous Social Studies 30 Diploma Examinations and recent field tests. The processes the student might employ in order to obtain the correct answer and the curriculum specification the question meets are also included.

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1. From a theoretical point of view, the values of self-reliance and personal initiative are basic to a

   A. social welfare state
   B. fascist corporate state
   C. communist approach to economics
   D. capitalist approach to economics

Key	Sample Size	Distribution of Responses by Alternative			
		A	B	C	D
D	9769	11%	3%	2%	84%

Process: In question 1, the student is required to associate two given values with the most appropriate of the four political and economic systems provided.

Curriculum Specification Focus: Topic A, value objectives - identifying the extent to which individualism and collectivism are reflected in major political and economic systems

Difficulty: The table shows that 84% of the students chose the keyed answer, indicating that the question was not difficult.

---

2. To combat the problem of high unemployment in a mixed economy, the government would MOST likely

   A. increase government expenditures
   B. decrease the supply of new money
   C. increase income taxes
   D. raise interest rates

Key	Sample Size	Distribution of Responses by Alternative A	B	C	D
A	9769	71%	9%	12%	8%

Process: In question 2, the student is required to recall the importance of Keynesian theory to government policies in a mixed economy.

Curriculum Specification Focus: Topic A, knowledge objectives - power and decision-making; mixed economy, Keynesian theory

Difficulty: The table shows that 71% of the students chose the keyed answer, indicating that this question was not difficult.

---

3. Fascists support the belief that

   A. government is accountable to the electorate
   B. the means of production should be owned by the State
   C. individuals exist to enhance the collective welfare of the State
   D. competing political parties may be tolerated but must be controlled

Key	Sample Size	Distribution of Responses by Alternative A	B	C	D
C	9769	5%	20%	60%	15%

Process: In question 3, the student is required to recall the subordination of the individual to the State in a fascist dictatorship.

Curriculum Specification Focus: Topic A, knowledge objectives - citizenship; nature of participation, autocracy

Difficulty: The table shows that 60% of the students chose the keyed answer, indicating that the question was of average difficulty.

From the list below, identify the type of socialism that is BEST described by the statement in question 4.

A. Utopian Socialism
B. Revolutionary Socialism
C. Democratic Socialism
D. National Socialism

4. There is the belief that social justice cannot be attained until capital and the means of production are violently taken out of private hands.

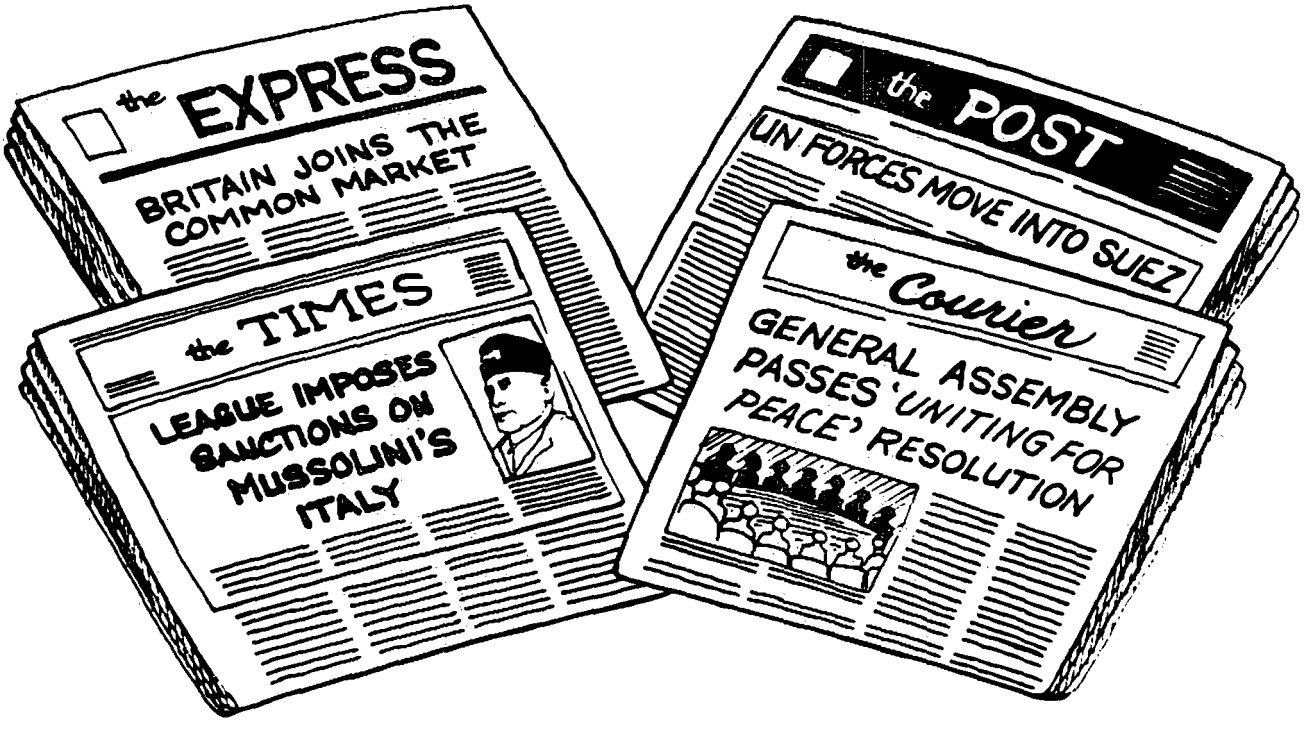
Key	Sample Size	Distribution of Responses by Alternative			
		A	B	C	D
B	305	4%	81%	6%	9%

Process: In question 4, the student is required to categorize a belief according to the type of socialism it represents.

Curriculum Specification Focus: Topic A, skill objectives - categorize data

Difficulty: The table shows that 81% of the students chose the keyed answer, indicating that the question was not difficult.

Use the headlines below to answer question 5.



5. The news stories would be MOST useful in researching the rise of which of the following 20th century forces?

   A. Nationalism
   B. Imperialism
   C. Isolationism
   D. Supranationalism

Key	Sample Size	Distribution of Responses by Alternative			
		A	B	C	D
D	7700	16%	12%	4%	68%

Process: In question 5, the student is required to examine four potential data sources to determine their common usefulness in researching a major force in international relations.

Curriculum Specification Focus: Topic B, skill objectives - select appropriate sources for research

Difficulty: The table shows that 68% of the students chose the keyed answer, indicating that the question was of average difficulty.

Use the events below to answer question 6.

I	Normandy invasion opens a second front in Europe.
II	Hitler launches Operation Barbarossa and attacks the U.S.S.R.
III	Nazi forces invade and occupy the Low Countries and France.
IV	Soviet resistance halts German advance at Stalingrad.

6. The correct chronological order of these four events is

A. I, III, II, IV
B. I, IV, II, III
C. III, I, II, IV
D. III, II, IV, I

Key	Sample Size	Distribution of Responses by Alternative A	B	C	D
D	377	13%	4%	35%	48%

Process: In question 6, the student is required to determine the correct chronological order of a series of historical events.

Curriculum Specification Focus: Topic B, skill objectives - categorize data according to sequence

Difficulty: The table shows that 48% of the students chose the keyed answer, indicating that the question was difficult.

Use the information below to answer question 7.

One historian identifies the following events as important steps in the Cold War:

STEP 1 The Soviet "takeover" of Eastern Europe, 1945-47

STEP 2 Churchill's "Iron Curtain" speech, March 1946

STEP 3 The Truman Doctrine and the Marshall Plan, March and June 1947

STEP 4 The setting-up of the Cominform, October 1947

STEP 5 The communist coup in Czechoslovakia, February 1948

STEP 6 The Berlin Blockade, June 1948 - May 1949

-- Harriet Ward

7. All of these steps in the Cold War MOST LIKELY led to the

A. creation of a UN emergency police force
B. development of a thaw in East-West relations
C. formation of the North Atlantic Treaty Organization
D. replacement of Soviet conventional forces with nuclear weapons

Key	Sample Size	Distribution of Responses by Alternative			
		A	B	C	D
C	7700	13%	8%	74%	5%

Process: In question 7, the student is required to relate historical events to their consequences.

Curriculum Specification Focus: Topic B, skill objectives - synthesize data by relating cause and effect

Difficulty: The table shows that 74% of the students chose the keyed answer, indicating that the question was not difficult.

Credits for Data Used in Multiple-Choice Sample Questions

Question 7 From *World Powers in the Twentieth Century* by Harriet Ward. (London, 1978) p. 229.

Part B: Written-Response Sample Questions

A sample of the general content and format of the instructions for completing the written-response portion of the examination is given below.

The written-response section is worth 30% of the total examination mark. Essays for each topic will be marked according to the same criteria.

INSTRUCTIONS:

Choose ONE of the two topics that follow for your essay.

BE SURE TO INDICATE YOUR CHOICE OF TOPIC IN THE SPACE PROVIDED ON THE BACK COVER.

If you write on both topics, ONLY the first will be marked.

READ ALL PARTS OF THE ASSIGNMENT CAREFULLY.

Complete your essay in the space provided. There are pages provided for planning and drafting and for your finished work.

TOPIC A

ESSAY ASSIGNMENT

In some political systems, important economic and political decisions are made by a ruling élite. Such systems are based on the belief that certain individuals are better suited to govern than others. In other political systems, important economic and political decisions are made by elected officials chosen from the population at large. Such systems are based on the belief that all citizens should be part of the decision-making process.

SHOULD ALL CITIZENS OF A NATION HAVE THE OPPORTUNITY TO BECOME GOVERNMENT LEADERS?

In an essay, choose and defend a position on this issue.

SUGGESTION FOR WRITING:

Organize your essay in a manner that will best defend your position on the issue. The mark allocation described below is not intended to imply an organizational structure for your essay.

YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

Defend a position on this issue by using logical and persuasive arguments.	10 marks
Identify and thoughtfully discuss alternative value positions underlying the issue.	5 marks
Select and accurately develop one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position.	10 marks
Communicate effectively by using appropriate organization, vocabulary, and correct conventions of language.	5 marks
TOTAL MARKS FOR ESSAY	30 marks

BE SURE TO INDICATE YOUR CHOICE OF TOPIC ON THE BACK COVER.

TOPIC B

ESSAY ASSIGNMENT

Some nations follow a policy of allocating increasing amounts of human and material resources toward improving their military preparedness. They believe such a policy will lessen the dangers of aggressive actions against them. Other nations channel their human and material resources to such areas as economic development and increased aid to underdeveloped nations. They believe such actions are better suited to maintain world peace.

SHOULD NATIONS INCREASE THE SIZE OF THEIR DEFENCE BUDGETS?

In an essay, defend a position on this issue.

SUGGESTION FOR WRITING:

Organize your essay in a manner that will best defend your position on the issue. The mark allocation described below is not intended to imply an organizational structure for your essay.

YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

Defend a position on this issue by using logical and persuasive arguments.	10 marks
Identify and thoughtfully discuss alternative value positions underlying the issue.	5 marks
Select and accurately develop one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position.	10 marks
Communicate effectively by using appropriate organization, vocabulary, and correct conventions of language.	5 marks
TOTAL MARKS FOR ESSAY	30 marks

BE SURE TO INDICATE YOUR CHOICE OF TOPIC ON THE BACK COVER.